

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Darbi Bauman

Official School Name: South Nodaway Elementary

School Mailing Address:  
34471 State Hwy M  
P.O. Box 75  
Guilford, MO 64457-0075

County: Nodaway State School Code Number\*: 074-202-District

Telephone: (660) 652-3718 Fax: (660) 652-3711

Web site/URL: www.southnodaway.k12.mo.us E-mail: dbauman@southnodaway.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Terry Huthchings

District Name: South Nodaway Co. R-IV Tel: (660) 652-3221

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Rick Beck

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |               |                     |
|---------------|---------------------|
| <u>1</u>      | Elementary schools  |
| <u>      </u> | Middle schools      |
| <u>      </u> | Junior high schools |
| <u>1</u>      | High schools        |
| <u>      </u> | Other               |
| <u>2</u>      | <b>TOTAL</b>        |
2. District Per Pupil Expenditure: 11417

Average State Per Pupil Expenditure: 9338

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☒ Rural
4. 4 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	6	14	7			0
K	7	7	14	8			0
1	4	11	15	9			0
2	9	3	12	10			0
3	6	11	17	11			0
4	5	7	12	12			0
5	7	6	13	Other			0
6	10	4	14				
TOTAL STUDENTS IN THE APPLYING SCHOOL							111

6. Racial/ethnic composition of the school:

_____	% American Indian or Alaska Native
_____	% Asian
1	% Black or African American
1	% Hispanic or Latino
_____	% Native Hawaiian or Other Pacific Islander
98	% White
_____	% Two or more races
<b>100</b>	<b>% Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	94
(5)	Total transferred students in row (3) divided by total students in row (4).	0.128
(6)	Amount in row (5) multiplied by 100.	12.766

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 41

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>5</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>15</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	94%	95%	96%	98%	97%
Teacher turnover rate	12%	2%	2%	0%	0%

Please provide all explanations below.

Student dropout rate does not apply to the elementary.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The South Nodaway R-IV School District is dedicated to the mission that all students acquire the skills, knowledge, and competencies necessary for full participation in a changing society by seeing that every child has access to appropriate and meaningful learning opportunities. “What is best for our students?” has been the mantra that influences all decisions made in curriculum, scheduling, purchases, hiring, policies, and more. The school district and community work together to provide our students the best there is in every aspect of the learning environment.

South Nodaway Elementary is a small, rural school located in Guilford, Missouri, that serves 108 students in preschool through sixth grade. Our junior high and high school is located five miles west in the town of Barnard. Our single level elementary was built in 1936 and has had two additions built on to it; one which was built with volunteer help from the community. We have an expansive playground that has a corn field bordering it to the north. Our Outdoor Classroom borders our property to the east. The Outdoor Classroom became a reality through the help of the Department of Conservation and the hard work of the elementary students, staff, and several community members.

Technology has been the focus of our building for the past few years. We have twenty computers in a lab for all students to use. Our kindergarten and first grade classrooms have Inter-write School Boards in their classrooms. Second grade through sixth grade classrooms have mounted Promethean Interactive boards in each of their classrooms.

Promoting and demonstrating good character is “The Longhorn Way”. We demonstrate and take pride in the values in which our country was founded. These values include a dedication to home, school, community, and country. We strive to instill in our students a strong work ethic, responsibility, respect, and a culture of character. Our district is a founding member of the Northwest Missouri Regional Culture of Character. This is a collaborative group of schools, businesses, industries, families, and communities whose primary focus is to promote character development. Our school and community relationship is vital to the educational success of our children.

The school is known for its excellence in academics. The school board, administrators, teachers, and parents all have high expectations when it comes to student performance, and it shows in our accomplishments. The elementary has had 100% participation during our parent/teacher conferences for the past five years. South Nodaway has met the No Child Left Behind- Adequate Yearly Progress every year, in every area, since its inception. The Annual Performance Report assesses points for the Missouri Assessment Program (MAP) test, student attendance, and other factors. South Nodaway expects nothing less than 100% of the points possible on this report and has done so since 2005. This in turn has led to the district being honored by the state of Missouri for the “Annual Distinction in Performance Award” for seven of the last eight years. Several classes have been identified in the Top Ten lists for math and communication arts during the last five years. In the spring 2008, 100% of our sixth graders scored in the proficient and advanced levels in both communication arts and math. Excellence in academics is “The Longhorn Way”.

Curriculum changes, learning styles, teaching styles, and professional development are all influenced by data. The South Nodaway staff focuses on individual student learning as well as grade level expectations. Active teaching and learning styles are used to help students understand curriculum and master concepts. Professional development and collaboration is conducted at all levels within the building and the district.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

South Nodaway Elementary assessment results.

The South Nodaway R-IV School District participates in the state assessment system known as the Missouri Assessment Program (MAP). The MAP is based on state standards referred to as grade level expectations (GLE's). This is used to determine the level of student achievement and whether the school's curriculum is providing adequate instruction for students to achieve at a level that is satisfactory or "proficient" in performance. Prior to 2006, the MAP had five performance levels: Step 1, Progressing, Nearing Proficiency, Proficient and Advanced. In 2006, the scoring of the MAP was changed to four levels of achievement which are: Below Basic, Basic, Proficient, and Advanced. Prior to 2006 and continuing today, Proficient is considered the desired achievement level for all students taking the MAP.

South Nodaway R-IV Elementary has attained consistently high reading and math scores over the past 5 years. The school's 5 year average of students scoring at the Proficient or Advanced level on the 4th grade Math MAP test is 53.18%, compared to only 43.2% statewide. In addition, most recent Math MAP testing data provides that 90.9% of last years 4th grade students have successfully demonstrated proficiency or higher on the state exam. South Nodaway Elementary students have also demonstrated sustained success on the 3rd grade Communication Arts MAP test over the past 5 years. The school's 5 year average of students scoring at the Proficient or Advanced level on the 3rd grade Communication Arts test is 44.98%, compared to the state average of 39.5%. Furthermore, 81.8% of the 3rd grade students scored proficient or advanced on the most recent MAP communication arts test. Perhaps what is most encouraging about South Nodaway Elementary 3rd grade Communication Arts test scores is that in 4 out of the past 5 years consistent growth in the number of students scoring in the top 2 levels has been demonstrated and our percentage has increased from 17.6% to 81.8%.

Three year MAP test analysis also shows that South Nodaway R-IV Elementary has a consistent pattern of superior performance in Math and Communication Arts. Over the past three years the average percentage of all students, (grades 3,4,5,6) scoring Proficient or Advanced on the Math MAP test is 65.05%, compared to 45.83% for the state average. In addition, all grades tested on the MAP over that time span have an individual grade average greater then 60%, indicating that the testing data shows there is consistency throughout the elementary grades in Math. Similar trends can be found for Communication Arts at South Nodaway Elementary. Over the past three years the average number of students scoring in the top two levels of the Communication Arts MAP test was 57.92%. The state average during the same period was 45.18%. Students tested on the MAP, averaged a minimum of 50% proficient and advanced per grade level, demonstrating the same consistency as was found in the Math data.

Previously, the Missouri Department of Education released annual Top Ten lists showing which schools have persistently high scores (percent of students scoring at Proficient and Advanced levels in particular subject areas). This practice has since been discontinued by the state. However, South Nodaway Elementary has made the list multiple times over previous years, and had the list been continued the school would have made the list in at least two categories in 2008 based on 6th grade testing data. Last spring, 100% of the 6th grade classed scored in the top two levels of the Math and Communication Arts MAP tests.

The elementary testing results indicate a growth pattern that is evidenced by comparison of the school's five year and three year MAP testing results in Math and Communication Arts. When comparing the school with the state scores, over a five year span, the data reveals the school is ahead of the state testing curve only slightly (10% Math, 5% CA). When reviewing the data from the past three years, South Nodaway Elementary is moving in the right direction. This data reveals the students' percentages in the two highest levels of performance are ahead of the state average in Math by 12.74% and ahead of the state average in communication arts by 19.22%.

Information for school statistics and data can be found at



[http://www.dese.mo.gov/schooldata/school\\_data.html](http://www.dese.mo.gov/schooldata/school_data.html). Specific data for South Nodaway can be located at <http://dese.mo.gov/planning/profile/074202.html>

## **2. Using Assessment Results:**

### **Using Assessment Results**

South Nodaway uses a variety of assessment data to improve student performance and achieve excellence. Assessments used within the district are Crystal Reports to interpret MAP test results, Terra Nova test results for Kindergarten through second grade, running records, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Quick Read Fluency Program, and the Basic Reading Inventory.

The Crystal Reports are reviewed annually by teams of third through sixth grade teachers. The school counselor compiles each grade levels results highlighting areas of strengths and weaknesses. The same process is also used with the Terra Nova results for the Kindergarten through second grades. Based on this analysis, trends are documented and areas of improvement are addressed in the curriculum which drives the lesson planning.

Teachers use running records, DIBELS, and Quick Reads to benchmark and progress monitor students' reading levels and skills. All students in Kindergarten through third grade are screened using the DIBELS three times a year. Reading goals and instruction are planned after reviewing the results. Quick Reads are computer programs which monitor a students' oral reading fluency. This technology is used in grades three through sixth.

South Nodaway is fortunate to have had a Reading Recovery program for the last ten years. This first grade early reading intervention has been very successful in the school district. The Reading Recovery teacher also conducts small group instruction within the first grade classroom to reinforce the skills learned in the program and to teach instructional strategies to emergent readers that have not qualified for the program.

Elementary teachers also use running records, reading conferences and one-on-one student instruction to determine and assess the strengths and needs of students. Instruction, targeting the needs of our students, is derived from these various assessments and screenings.

## **3. Communicating Assessment Results:**

### **Communicating Assessment Results**

South Nodaway student performance is communicated to its parents, students, and community in a variety of ways. Elementary performance results on the MAP test and Terra Nova test are disseminated through the principal's monthly newsletter, classroom newsletters, the monthly school newspaper and the two county newspapers.

The Department of Elementary and Secondary Education maintains an informative website which contains a wealth of information to the district stakeholders. The public may view the District Report Card and all Missouri Public School data at this location. The link to this site can be found on the school website.

The school counselor presents the testing results each year to the Board of Education. Individual testing results are mailed to the students' parents as soon as they arrive. During the fall Parent-Teacher Conference, teachers explain the testing results to the parents and answer any questions they might have regarding their child's results.

Parents also receive their children's quarterly grade cards. Grade cards for Kindergarten and first grade are lists of foundational objectives based on their respective grade level expectations. Second grade through sixth grade students receive grades in all core subjects. Teachers enter the students' grades into the Lumen system and a computer generated report card is printed for the parents. Fourth, fifth, and sixth graders also receive mid-quarter reports.

Results of the MAP and Terra Nova testing are also explained to parents during the fall Title I parent

meeting. In the spring prior to MAP testing, teachers host a Parent MAP Night for the parents of students in third through sixth grades. The parents are given old MAP test released items to complete as if they were the students. Teachers then explain the different levels of performance to the attendees, how their answers might score, and ways they can help their children.

#### **4. Sharing Success:**

##### **Sharing Success:**

The teaching staff at South Nodaway Elementary share in the philosophy that “it does not matter where you teach, all teachers want what is best for their students.” Therefore, sharing what works to help students have success is an important element of being an educator.

South Nodaway Elementary has enjoyed many visitors over the years. The elementary has hosted several area teachers, administrators, college student and staff, as well as state legislatures who wanted to see the instruction and the learning process taking place. South Nodaway partners with Northwest Missouri State University and has hosted many of their practicum and students teachers over the years.

Since adopting Everyday Mathematic eight years ago, South Nodaway has had several school districts send teachers to observe math lessons and to meet with the teachers to discuss the success of the program. Staff members have sat on discussion panels sharing the strengths of the program and explaining the multiple concepts behind the curriculum.

Classroom teachers have shared best practices as conference presenters and through the Northwest Teacher Network, (a group of teachers from similar schools that only have one class and teacher per grade level). Teachers have also shared best practices at the Northwest Teacher Academy and at Leadership Academy. The Reading Recovery instructor has been and continues to be a leading resource to new teachers in the RR field. She has been observed many times over the last ten years.

South Nodaway Elementary is a small school, therefore, best practices and new information is constantly being shared in an informal setting in addition to the regularly scheduled in-services.

The South Nodaway staff is excited about the successes the elementary students have experienced and feel obligated to share those strategies with others because all educators want the best for their students no matter where they teach.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

#### South Nodaway Curriculum

South Nodaway formally revises district curriculum by grade level and by department on a five year rotation cycle. Curriculum is aligned to the Missouri Show-Me Standards and the state Grade Level Expectations (GLEs). After reviewing MAP and Terra Nova testing results, teachers make adjustments to their curriculum to address changes that are needed. South Nodaway is currently revising curriculum to address the latest changes in the state Grade Level Expectations and to align the high school curriculum to meet the qualifications for their application to become an A+ school.

The elementary curriculum includes Communication Arts, Math, Science and Social Studies. The curriculum emphasizes active learning strategies, cooperative learning, and inquiry-based strategies in which the teacher's role is that of the facilitator. The lessons and assessments used reflect the levels of the depths of knowledge needed to measure the standards being taught. The district uses the Instructional Practices Inventory to collect data on student engagement during learning. This is not an evaluation of the teacher but a collection of data used as a basis for faculty reflection, instructional change, and school improvement.

The Communication Arts curriculum helps students to develop their skills in reading, writing, spelling, listening and speaking. A balanced literacy approach is used at all grade levels. Students are taught to locate, analyze, explain, and apply information from their reading. Phonemic awareness is an integral part of the pre-school and Kindergarten curriculum. Phonics is formally taught in Kindergarten through Second grades and practiced daily at all levels through the writing and spelling components of the curriculum. Leveled readers are used for reading in Kindergarten through third grade. The Wright Group Sunshine Collection is used for the basis of the primary program but many other leveled readers from various companies have been purchased and added to the collection. Students in third through sixth grades use literature sets to practice skills such as making connections, inferring, and applying information from literature to real world situations. Many of these literature selections are nonfiction and historical fiction titles that are integrated components of the Science and Social Studies curriculum at each level. The Rebecca Sitten Spelling Program is the curriculum for spelling in all grades at the elementary.

The South Nodaway Elementary Math curriculum has been very successful. Students are motivated to develop and apply their mathematic and problem solving skills in and out of the classroom. Everyday Mathematics is the program used at all grade levels. This spiraled approach to math helps students to develop and expand their understanding of numerical relationships and how they are applied to their every day lives. Students work individually and cooperatively to investigate and use patterns, measurements, and problem solving strategies.

The elementary Social Studies curriculum goes beyond learning geography, and other topics commonly associated with social studies. It does cover the traditional topics such as economics, Missouri history, and government but places heavy emphasis on citizenship. Through the Social Studies curriculum and the Character Plus program, students develop the skills they need to become vital members of their local community, state, country and world. Students are encouraged to participate to their communities through many service projects such as Pennies for Patients, sponsoring animals at the county Humane Shelter, collecting items for school children in Afghanistan and the Ronald McDonald House. Students at South Nodaway live and learn about their place in society, within the pages of the Houghton Mifflin Social Studies series and beyond.

The Science curriculum engages students to construct their own knowledge through inquiry based learning, experimenting and exploring. Students develop the skills to analyze and explain their results thus gaining an understanding of the scientific process. The Houghton Mifflin Science program is used as a resource. Teachers at all levels utilize many other resources such as websites and materials from workshops to enhance the science curriculum.

Elementary Art and Music are taught by the art teacher and music instructor who also teach at the high school half-time. The art curriculum instructs students in the visual arts, principles and elements of different art forms. Students are encouraged to explore and express themselves through different forms of art. The music curriculum instructs students to explore and experiment with different rhythms and sounds. Students express themselves through their performances. Both Art and Music encourage active participation and higher order thinking skills that translate to the regular classroom.

## **2a. (Elementary Schools) Reading:**

### **South Nodaway Elementary Reading Curriculum**

Reading to write and writing to read was and still is the philosophy of the elementary staff when it comes to teaching reading and writing. In 1992, the primary staff began researching several approaches to reading. From this research South Nodaway began using the Balanced Literacy Approach for reading at all grade levels. This researched based approach supported the style of learning that teachers found most effective for student success.

Five components make up the Balanced Literacy Approach and are explained below.

Mini lessons for skill instruction and practice is the first component. Students work on specific skills needed to improve reading and comprehension. Skills students work on are phonics, decoding strategies, questioning, inferring, and any other skills that are found to be a weakness. Students also participate in individual reading conferences with the teacher.

Oral Reading is an important component of the Balanced Literacy approach. This includes the teacher modeling proper reading techniques during a read aloud, students reading aloud, shared reading and buddy reading.

Instructional Level Reading practice is an important instructional piece. Students are given guided reading instruction in small groups. Students also work at reading centers, participate in paired reading, work on the interactive whiteboards and software. Students in grades fourth through sixth grades also work in Literature Circles during this time.

Independent Reading helps students take ownership of their reading improvement. This particular section of the reading program can happen many times throughout the day. Students read silently on a book of their choice. Students can participate in Drop Everything and Read (DEAR) Time. Students may use computer software such as Education City to work on their reading.

Writing development is the last component of the Balanced Literacy Approach. Students use this time to make their own books, share experiences through writing, and learn to express themselves. Students are able to work individually or within a small group on writing projects. Some teachers utilize the Writer's Workshop approach to teaching the developing writer. Kindergarten through second grade students are taught to use graphic organizers through the 4-Square writing approach. Six-Trait Writing is used with students in third grade and older.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

### **South Nodaway Elementary Mathematics**

South Nodaway Elementary has experienced great success with the mathematics curriculum. It is people not programs that make a difference when it comes to academic success. With that being said, it would be

impossible to have this kind of success in math without mentioning the dedicated teachers and students at South Nodaway.

The elementary teaching staff has created a school culture that celebrates success and places an emphasis on the importance of math in every day life. The teachers are excited about the Everyday Mathematics program and the processes it teaches students. However, it is their enthusiasm that motivates students to do their best and in turn the students take pride in doing well.

The mission of the South Nodaway School District is to assure that all its students acquire the skills, knowledge and competencies necessary for full participation in a changing society by seeing that every child has access to appropriate and meaningful learning opportunities. South Nodaway's elementary math curriculum emphasizes the skills, knowledge and competencies that students need in their daily lives as stated in this mission statement. This inquiry based, differentiated style of instruction teaches students multiple ways to process math and to solve problems. Students are empowered to choose the method that best fits their learning style. Students have succeeded to continually improve their math scores on the MAP test and are scoring well above the school's annual proficiency target on the Annual Yearly Progress report.

The South Nodaway parents, community, and staff have high expectations for the students of this district. They are extremely supportive of the students as well as the teaching staff. When Everyday Mathematics was first implemented, some parents had a difficult time with multiple approaches to problem solving. Through the diligence of the staff and Math Nights to educate parents, this program has been very successful for the elementary.

#### **4. Instructional Methods:**

##### **Instructional Methods**

Education is a priority in the South Nodaway School District. Parents, community as well as staff have high expectations for the students of the district. Students understand and accept their role in the education process. It takes everyone to help students achieve the successes that have come their way. Educating children is a collaborative team effort.

The South Nodaway staff does not jump on every band wagon that moves through the educational circles. However, the staff is always looking for proven practices and strategies that improve student achievement. Teachers use a variety of ways to engage students in the educational process. Methods used include lecture, cooperative learning strategies, whole group and small group instruction, individualized instruction, and strategies to elicit higher order thinking and responses.

The elementary has focused on strategies to help students that are struggling. Intervention procedures have been implemented so that these students receive concentrated instruction in addition to the regular classroom instruction. Teachers also use differentiated instruction within the classroom to meet the needs of students. Teachers are currently attending a Response To Intervention training and are utilizing the instructional strategies modeled by the instructor.

Title I teachers give instruction to students needing additional help. Reading Recovery is a one-on-one reading intervention for first grade students that qualify for the program. Students may attend tutoring sessions after school for added instruction. Buckle Down is a supplement used to help all students improve their test taking skills. Education City is a computer program used to meet the individual needs of students in reading, math and science.

It is important to protect the instructional time for our students. It is also important that the best teachers are hired and retained for the benefit of the students of the district. The elementary staff is a veteran staff with the majority holding master degrees in education. They are innovative and progressive in their desire to do what is best for the students at South Nodaway.

## **5. Professional Development:**

South Nodaway teachers stay current in successful teaching and learning practices due to an active professional development committee. The professional development committee works closely with all of the teachers in the district to design a program that benefits all teachers within the district.

Over the last several years, professional development opportunities included six-trait writing training, Kagan cooperative learning strategies, book study groups and instructional leadership teams. The South Nodaway staff has participated in character education training and the Ruby Payne study on poverty. One whole day of professional development was dedicated to learning higher order thinking skills and how to elicit higher order responses from students. Technology training has also been an integral part of the PD focus. In addition to the before mentioned activities, the district works closely with the Northwest Missouri Regional Professional Development Center.

South Nodaway was one of five elementary schools to develop a teacher collaboration network called the Northwest Teacher Network. This network arose from the need of elementary schools with only one section of students at each grade level needing to work with other teachers in the same situation. When a teacher is the only one in her grade level, horizontal teaming does not exist. Teachers from five area schools sent teachers from the same grade levels to collaborate. The teachers worked on common assessments and teaching strategies to use with their students. They met monthly to reflect on lessons, study student achievement, and to learn from each other. The network has expanded and continues to be a highly successful professional development piece today.

The elementary teachers have participated in several book study groups. What Great Teacher Do Differently, Classroom Instruction That Works and Inspiring Active Learning are three of the latest professional books studied. After reading assigned chapters, teachers took turns leading discussions and reflections of their learning and how the strategies would be used in the classroom. Elementary teachers continuously seek individual professional development through workshops, graduates classes, and conferences.

## **6. School Leadership:**

### **South Nodaway Elementary School Leadership**

The South Nodaway Elementary principal believes that “what is best for the students” should drive every decision made within the school. She, along with the district superintendent and high school principal, participates in district professional development with the staff, as well as other professional development specific to the leadership role. The South Nodaway Elementary principal has gone through the state mentoring program and Leadership Academy. She has also participated in Advanced Leadership Academy upon the completion of Leadership Academy. She has been the district chairman and/or co-chairman of the curriculum committee since 1994.

Collaboration is key to the success of the students. The principal works collaboratively with the staff to implement new strategies and methods. She encourages the teachers to try new strategies and methods in the classroom. She reviews data and along with her staff, looks for best practices to help with school improvement. As a veteran teacher of nineteen years, the elementary principal is a hands-on leader. She covers classes for teachers when possible, encourages all students to come to her office to read, works with students and the parents of students who are struggling, and has even been seen going down the playground slide with the preschoolers. The principal would not ask or assign a staff member any duties that she, herself, would not do, therefore, she carries the same number of duties as her staff.

Monday Morning Meetings have become a weekly ritual at South Nodaway. The principal meets the student body in the gym first thing every Monday morning. It is important to celebrate the good things happening to the students and to establish a positive start to their week of learning. The principal emphasizes to the students that “we are a school family”. To help students understand what that means each student is assigned a group. The groups are made up of students of all grade levels. This year a western them was

selected so the groups are called posses'. Each posse has a sheriff which is a teacher that has also been assigned to the group. Each posse also has a deputy sheriff which is a sixth grader that takes on a leadership role in assisting the teacher. Through posse activities, students learn to work together and trust each other. This helps to establish a positive, encouraging, learning environment in which students of all ages feel comfortable.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	46	46		
% Advanced	36	9	15		
Number of students tested	11	11	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	0	25		
% Advanced	66	0	0		
Number of students tested	3	2	4		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	0	25	0		
% Advanced	0	0	0		
Number of students tested	0	4	0		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Did not test until the 2005-2006 school year.

Subject: Reading

Grade: 3

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	36	46	43	18
% Advanced	36	27	31	0	0
Number of students tested	11	11	13	14	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	67	0	25	50	0
% Advanced	0	0	25	0	0
Number of students tested	3	2	4	4	5
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	0	25	0	0	0
% Advanced	0	25	0	0	0
Number of students tested	0	4	0	0	1
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	58	67	33	50
% Advanced	17	42	27	13	11
Number of students tested	12	12	15	15	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	50	25	0	0	25
% Advanced	0	25	0	0	0
Number of students tested	6	4	3	5	8
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	50	0	0	0	0
% Advanced	25	0	0	0	0
Number of students tested	4	2	0	2	3
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	33	50	80		
% Advanced	17	25	27		
Number of students tested	12	12	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	17	25	67		
% Advanced	0	0	0		
Number of students tested	6	4	3		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	25	0	100		
% Advanced	25	0	0		
Number of students tested	4	2	1		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Did not test until the 2005-2006 school year.

Subject: Mathematics

Grade: 5

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	69	83	54		
% Advanced	31	25	8		
Number of students tested	13	12	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	8	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	25	0	34		
% Advanced	25	0	0		
Number of students tested	4	1	3		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	34	0	0		
% Advanced	0	0	0		
Number of students tested	3	1	1		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Did not test until the 2005-2006 school year.

Subject: Reading

Grade: 5

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	54	58	39		
% Advanced	23	17	8		
Number of students tested	13	12	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	8	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	34	100	34		
% Advanced	0	100	0		
Number of students tested	3	1	3		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	25	100	0		
% Advanced	0	100	0		
Number of students tested	4	1	0		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Did not test until the 2005-2006 school year.

Subject: Mathematics

Grade: 6 Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	34	67		
% Advanced	42	17	34		
Number of students tested	12	12	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	8	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	0	50		
% Advanced	34	0	25		
Number of students tested	3	3	8		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	1	0		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Did not test until the 2005-2006 school year.

Subject: Reading

Grade: 6

Test: MAP

Edition/Publication Year: revised annually

Publisher: CTB-McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	50	67		
% Advanced	17	8	7		
Number of students tested	12	12	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	34	50		
% Advanced	0	0	13		
Number of students tested	3	3	8		
<b>2. Racial/Ethnic Group (specify subgroup): IEP</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	1	0		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

did not test until the 2005-06 school year.

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